**EDUC 400 Numeracy Assignment #2**

**Multi-curricular Enactments of a Math concept**

Assignment Marks: 40 marks

Assignment Weight: 30%

Due: June 23

**Outline for Financial Literacy Lesson #4 from Practicum 490**

*Lesson:* Introducing addition of Canadian coins together up to $1.00 (Grades 1 and 2)

*Learning Intention:* I can begin adding different coins together to come up with a new value

*Introduction:* Teacher will use attention grabber to capture student’s attention. Teacher will ask students to tidy up their desk space and show active listening. Teacher will let students know we will be doing some coin practice with Canadian coins for math. Teacher will ask students if they would like to watch a Canadian coin song to recap (Rap coin song Jack Hartman coin song). Teacher will let students know we will be playing a quick coin game to practice. Teacher will explain the “I have, who has” game. Teacher will hand out the “I have, who has” cards to students and help facilitate the game.

*Instruction:* **Number Talk** Teacher will call students to small white board and ask them to bring their chairs. Teacher will give quick number talk and go over the coins and value (without using decimals). Teacher will go over how students should think of one dollar as 100 cents when adding coins together Teacher will ask: “How can we make 15 cents?” call upon students who wish to answer and use different ways. “How can we make 35 cents?” call upon students who wish to answer and use different ways. “How can we make 65 cents?” call upon students who wish to answer and use different ways. Teacher will ask students to return to their desks once number talk is finished.

*Independent Student Work:* Teacher will put todays work sheet under the document camera. Teacher will solve problem one with students. Teacher will write correct answer on space provided (23 cents). Teacher will draw popsicle sticks for partners. Teacher will provide coin manipulatives to help. Teacher will remind students they can get out their itsy-bitsy coin book for help. Teacher will allow students to solve problems with a partner. Early finishers can practice with coin addition flash cards.

*Closing:* Teacher will have a quick review question ready on white board to wrap up lesson (using laminated coins). Teacher will ask students to write their answer on a slip of paper with their name (exit slip). Teacher will have students tidy up for lunch and wash their hands.

**Multi Curricular Enactment #1**

Curriculum areas: Financial literacy and ELA

Students will practice their number sense by participating in a classroom auction by biding. Students will be frontloaded about what an auction is, how to place a bid, and how to increase one’s bid to win or secure the item up for auction (supported by YouTube video or class demonstration).

* Students will select random classroom items (some supplied by teacher) such as books, markers, paints, manipulatives, centre items, laptop etc.
* Students will each get a number card to raise when placing a bid
* Students will receive list of items and blank space to provide what each item sold for
* Students will need to use their financial literacy terminology when participating in classroom auction
* Students will place ‘bids’ on classroom items up for auction (teacher is auctioneer)
* Students who have made any purchases will need to write 1 or 2 sentences in their journal explaining why they purchased the item and placed the bid they did (over paid, under paid)
* Students who did not purchase any items will also need to explain why they did not place any bids in 1 or 2 sentences in their journal
* Teacher will end the auction lesson by having a discussion with students about their choices for an open-ended questioning and reflection period

This ELA approach to financial literacy supports student communication as well as proper terminology practice and use of mathematical language.

**Multi Curricular Enactment #2**

Curriculum areas: Financial Literacy and Career Education

Students will practice their goal setting strategies and identify the steps required to achieve short term goals by saving up to purchase something they want.

* Students will come up with their own classroom rewards system (Sit by a friend for the day, watch a movie, use teachers chair etc.)
* Students will be front loaded on goal setting information and strategies
* Students will earn classroom money by completing their daily jobs (for example: sweep, stack chairs, take recycling to kitchen, hand out papers, erase white board)
* Students will need to make a savings goal to purchase one of the rewards and write it down and sign it with the teacher
* Students will need to save up their earned classroom money to purchase their set goal item
* Students will be able to put their money together to afford more expensive rewards like a pizza party
* Students will learn how to save money to put it towards something they want

Practicing goal setting with the inclusion of financial literacy are important skills to learn when students become more independent with their own money and earnings later on in life.